

Inspection of Ashbourne Day Nurseries At Swanbourne

Winslow Road, Swanbourne, Milton Keynes, Buckinghamshire MK17 0SW

Inspection date: 21 July 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Leaders acknowledge that there are areas of the nursery that need improvement. They have implemented change to meet actions from the last inspection. There has been changes to staffing and leaders recognise recruitment is still a challenge in line with the national shortage in the sector. Leaders have worked with the local authority, appointed further new leaders and redesigned their curriculum. Despite this, the quality of education is variable. For example, staff plan and provide activities for the children. However, activities are not consistently planned and implemented well enough to fully absorb children's interest. In addition, some staff do not have a secure understanding of the learning intentions of activities. As a result, they do not fully tailor their teaching to support children's learning at times. Therefore, while children enjoy activities, these do not always support them to make progress in their learning.

Nevertheless, children are confident and happy to come into the friendly nursery. Overall, they behave well. Children's care needs are met. Staff nurture babies and they help them in a calm and caring way to find activities that they enjoy. For example, babies have regular opportunities to learn through play and exploration as they use their senses to explore the range of textures available to them. Toddlers enjoy exploring dough with a range of tools and threading pipe cleaner into colanders. Pre-school children are gaining confidence in cutting and early writing skills and learn new words, such as symmetrical.

What does the early years setting do well and what does it need to do better?

- There have been unforeseen circumstances which has led to further changes to the leadership of the setting. Leaders have worked together to identify and make some improvements to the quality of the provision. They are committed and motivated. Although leaders are working hard, changes and improvements are still in their infancy and so currently not fully embedded. For example, leaders have identified the delivery of the curriculum is not consistent across the nursery and the deployment of staff still requires further improvement.
- Priorities for the nursery accurately reflect leaders' commitment to overcoming the challenges they face. For example, leaders have redeployed qualified and experienced staff to ensure consistency in each room. They have made use of some training to improve knowledge and skills, where possible. However, leaders are not fully effective in identifying and addressing gaps in staff knowledge and understanding any inconsistencies in practice. Current systems to monitor and coach staff are not fully embedded.
- Staff say they have seen many positive changes since the last inspection and overall feel supported in their roles. They feel listened to and comment positively on new leaders. Staff are now having supervisions with leaders to discuss their

professional development.

- The support for children with special educational needs and/or disabilities is effective. Staff are knowledgeable about children's individual needs and manage these in a positive way. Staff work in partnership with parents and other professionals to provide targeted support and close any gaps in children's learning. Any additional funding the nursery receives is used to meet children's individual needs.
- Staff promote children's healthy lifestyles well. Children benefit from well-balanced and nutritious meals and snacks. Staff successfully support children's independence and self-care skills in readiness for their move to school. Children's dietary and health needs are well met. For example, children are reminded of the importance to drink regularly and have access to water throughout the day.
- Partnerships with parents are strong. Staff ensure they gather sufficient information about children's routines, likes and dislikes when they first start. Staff share verbal information with parents daily about what their children have been doing. Parents have access to electronic updates about their children's learning and development. This helps to keep parents updated well.
- Children form relationships with their key person and parents praise staff for the genuine care they show children. Staff comfort children and offer them reassuring warmth and affection. Overall, children behave well.
- All children develop their physical skills well. They have ample opportunities to be active and enjoy playing and learning outdoors. Outside, toddlers and pre-school children negotiate climbing through tunnels, run and use bikes to strengthen their gross motor skills.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve and embed an ambitious education programme that inspires, challenges and clearly supports what children need to learn next to build on their individual stage of learning	23/10/2025

<p>develop effective systems for support, coaching and training for staff to ensure they have a full understanding of their roles and responsibilities, and any inconsistencies in practice are swiftly addressed.</p>	<p>23/10/2025</p>
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Setting details

Unique reference number	2555137
Local authority	Buckinghamshire
Inspection number	10377032
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	98
Number of children on roll	118
Name of registered person	Ashbourne Day Nurseries Limited
Registered person unique reference number	RP901058
Telephone number	01296 720638
Date of previous inspection	15 November 2024

Information about this early years setting

Ashbourne Day Nurseries At Swanbourne registered in 2019 and is situated in Swanbourne, Buckinghamshire. The nursery operates from 7.30am to 6.30pm, Monday to Friday, for most weeks of the year. The provider employs 26 members of staff, of whom 16 hold qualifications at level 2 or above. The setting offers government funded places for children aged nine months to four years and children in receipt of funding for disadvantage.

Information about this inspection

Inspector

Amanda Perkin

Inspection activities

- The inspector completed a learning walk with the manager, through all areas of the premises used by the children.
- Parents shared their views through written and verbal feedback. The inspector took these views into account.
- The inspector talked to the leaders, staff and children at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation with the inspector.
- The inspector looked at a sample of the documentation. This included evidence about suitability and qualification records.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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